SECTION IV

Planning, Implementation, and Evaluation of Professional Development

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IV. PLANNING, IMPLEMENTATION, AND EVALUATION OF PROFESSIONAL DEVELOPMENT

A. Defining and Designing Professional Development

At one time staff development was synonymous with "sit and get" sessions in which relatively passive participants were "made aware" of the latest ideas regarding teaching and learning from so-called experts. Professional development standards were not in place for assuring participant outcomes correlated to student outcomes. Today, professional development not only includes high-quality, on-going training programs with intensive follow-up and support, but also other growth-promoting processes, such as study groups, data-driven decision-making, action research, and peer coaching, to name a few.

Everyone who affects student learning, ranging from the board of education members, central office administrators, principals, and teachers, to classified/support staff and parents, must continually improve their knowledge and skills in order to ensure student learning. Likewise, staff development is not the exclusive responsibility of superintendents, central office administrators, principals, and teachers. *(National Staff Development Council Standards for Staff Development, See Appendix G-1.)*

The paradigm for professional development has continued to shift and improve. From current research we now know that in order to make a difference in the achievements of teachers, students, and schools, professional development must shift as follows:

FROM:	TO:
• Focus on teacher needs only	• Focus on student learning outcomes
• Focus on individual development	• Focus on individual, school, and system-wide development and improvement (CSIP, SIP)*
• Transmission of knowledge, skills, strategies	• Inquiry for teaching and learning
• Pull-out training	• Job-embedded learning
• Generic teaching skills	• Combination of content knowledge and content-specific teaching skills
• Fragmented, piecemeal, one-shot	• Driven by clear, coherent, long-term strategic plan
• District direction and decision-making	• School direction and decision-making
• Professional developers as trainers	• Professional developers as facilitators, consultants, evaluators
• Professional development as some people's jobs	• Professional development as everyone's job
• Professional development for teachers	• Professional development for everyone
• Professional development as a frill	• Professional development as essential
• Professional development for teacher improvement	• Professional development for all school community
• Awareness and one- or two-session workshops	• Professional development that provides adequate time for learning, practice and adequate follow-up
• Individual decisions	• Collegial discussions and decisions
• Individual/general applications	• Stimulating and supporting site-based initiatives
• Professional development without accountability for student achievement	• Professional development with accountability for student outcomes**

*CSIP is Comprehensive School Improvement Plan; SIP is School Improvement Plan.

**Sparks, Dennis and Hirsh, Stephanie, <u>A New Vision for Staff Development</u> (1997) Association for Supervision and Curriculum Development, Alexandria, Virginia.

2. Compliance with State Law

⇨ The Missouri School Improvement Program (MSIP) addresses professional development in its Instruction Design and Practices section, under Standard 6.7. *(See Appendix A.)*

⇨ Determine the role of the Professional Development Committee (PDC) and develop a mission statement.

⇨ Review the district Comprehensive School Improvement Plan (CSIP) and School Improvement Plan (SIP).

⇨ Review other needs assessment data—staff surveys, student achievement reports, Missouri School Improvement Program (MSIP) data, demographic data, etc. *(See Section II, and sample Annual Needs Assessment, Appendix G-5.)*

⇨ Consult with administrators regarding professional development goals, needs, objectives, and activities.

⇨ Determine allocation to the Professional Development Committee (PDC) budget per the Outstanding Schools Act of 1993 (SB380 and revisions in SB287).

⇨ Develop the district and school professional development plan in collaboration with administration.

⇨ Include a description of two-year mentoring plan for beginning teachers.

⇨ Obtain board of education approval of the District Professional Development Plan (DPDP).

⇨ Read, study and discuss research on best practice, instructional processes, and quality professional development.

⇨ Schedule and/or identify staff activities that are consistent with the District Professional Development Plan (DPDP).

⇨ Communicate the District Professional Development Plan (DPDP) and opportunities to staff.

⇨ Evaluate effectiveness of the District Professional Development Plan (DPDP), processes, and opportunities.

⇨ PDC designee should assist the district in developing or modifying the Comprehensive School Improvement Plan (CSIP) to provide direction for the District Professional Development Plan (DPDP) in future years.

⇨ Develop and disseminate the District Professional Development Plan (DPDP) and the end-of-the-year report for the board of education, administration, and staff.

3. Challenges to Overall Planning

Time: Collaborative efforts need to consider time for adult learning during the school day or work time, i.e., professional learning communities or whole faculty study groups. Professional development needs to be an integral part of a teacher's job responsibilities and expectations. Normally, the time planned for professional development is during designated professional development days, before school, after school, on Saturdays, and during the summer. Research shows that teachers' summer professional development activities are the most popular, but where it is important

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for practice to follow instruction, before or after school professional development activities are often necessary and convenient. *(See National Staff Development Council "Time" pamphlet excerpt in Appendix G-6.)*

Funding: The Outstanding Schools Act of 1993 (SB380) states that one percent of the foundation formula money received by each school district must be used for professional development that enhances student learning as a result of all teachers having the opportunity to grow professionally. The allocation of funds is based on the fulfillment of goals and objectives established by the district (CSIP/SIP) and addressed by the committee. Districts may combine funding streams to provide more than 1% for professional development. Expenditures must be in support of the CSIP/SIP goals. A guiding principle for the use of the professional development monies should always be to use professional development activities that will contribute most to the improvement of teaching, student learning, and student achievement.

Priorities: Professional Development Committees (PDCs) must align all professional development and funding with the Comprehensive School Improvement Plan (CSIP). Professional Development Committees (PDCs) must allocate funds based on current data and research-based priorities, keeping the new state initiatives and reforms pertaining to standards, curriculum, and assessments in mind. The Professional Development Committee (PDC) must further develop the teaching skills of both new teachers and experienced teachers. Activities must be correlated to the objectives of the Comprehensive School Improvement Plan (CSIP), School Improvement Plan (SIP), state law, and Missouri School Improvement Program (MSIP) requirements. Emphasis must be placed on activities that embed an active process of thinking and constructing ideas both individually and in groups. Priorities must be linked to higher student achievement.

National Staff Development Council (NSDC) Content Standard:
   Equity: Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.

Teachers must facilitate student learning in developmentally and appropriate modes that address students' various learning styles.

National Staff Development Council (NSDC) Content Standard:
   Quality teaching: Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Attitudes: When professional development consistently meets high standards, educators are enthusiastic and engaged in improving their practice. High-quality professional development creates learning communities where all staff members are focused on improving student achievement. The Professional Development Committee (PDC) should support staff efforts by designing opportunities for learning communities that use data-driven decision-making to determine student needs and then engage in action research, study groups, reflection teaching, peer coaching, etc. *(See Appendix G-1 for complete list of National Staff Development Council's Standards for Staff Development.)*

Public Support: The public expects high student achievement results and holds educators accountable. Professional Development Committees (PDCs) who design Professional Development Plans (PDPs) that promote quality teaching standards that focus on student achievement attract public support. The Professional Development Committee (PDC) can increase support by raising awareness and communicating effectively with its stakeholders.

National Staff Development Council (NSDC) Content Standard:
> *Family involvement: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.*

4. **Sequence for Constructing the District Professional Development Plan**

   (See Timeline in Appendix G-7.)

   - July/August
     - Finalize budget for PDP.
     - Present to the Board of Education for approval.
     - Offer summer learning opportunities.
     - Begin mentoring program for new teachers.
     - Train mentors.
     - Assign mentors to new teachers.
     - Review district assessment (MAP) data.

   - September
     - Review progress toward previous professional development goals.
     - Revisit and revise building plans based on building data.
     - Continue professional development activities/plan.

   - October
     - PDC reviews progress toward goals.
     - Share data with community and gather feedback.
     - Conduct formative assessments/on-going evaluations of training.
     - Continue professional development activities/plan.

   - November
     - Review PDC learning on high-quality professional development.

   - December
     - Review PDC learning on high-quality professional development.

   - January
     - Post for membership vacancies on professional development committee (PDC).
     - Conduct formative assessments.
     - Revise professional development plan based on staff/school community review.
     - Adjust professional development plan activities, if necessary.

   - February
     - Conduct PDC elections.
     - Collect necessary data (from multiple sources) for decision-making. *(See Appendix G-8.)*

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- March
  - Conduct professional development committee (PDC) training (the Missouri Staff Development Council's Show-Me Professional Development Conference will meet this need).
  - Administer needs assessment.

- April
  - Evaluate PDP (program evaluation).
  - Review data for decisions about future professional development.
  - All staff members complete the high-quality professional development survey for the Department of Elementary and Secondary Education.
  - Analyze program evaluation data during and at the end of plan implementation.
  - Improve the program accordingly, modifying where needed.
  - Incorporate ideas for improvement into next year's plan.

- May
  - Understand and use the district Comprehensive School Improvement Plan (CSIP).
  - Develop a District Professional Development Plan (DPDP) that is aligned with and supports the district Comprehensive School Improvement Plan (CSIP).
  - Support practicing teachers as they determine goals and develop plans, keeping both the district Comprehensive School Improvement Plan (CSIP) and results of the needs assessment in mind.
  - Identify specific professional development activities for each goal and/or objective to accomplish that goal and/or objective.
  - Establish an implementation timeline.
  - Revise and rewrite the professional development plan for the following year.
  - Outline proposed budget.
  - Buildings prepare plans to be attached to district plan.
  - Collect core data professional development information from all staff (have teachers indicate and include any summer trainings they will attend).
  - Determine any process and paperwork required for approval of professional development expenditures consistent with the District Professional Development Plan (DPDP) and district policies.

- June
  - Conduct teacher summer academies.
  - Determine estimated allocation of funds for the accomplishment of each goal and/or objective.
  - Establish evaluation process to measure each planned activity in terms of accomplishing the goal and/or objective.
  - Establish evaluation process to determine how successful the entire District Professional Development Plan (DPDP) has been in accomplishing the goals and/or objectives.

(Sample District Professional Development Plans (DPDPs) can be found in Appendix F.)

5. **Checklist for District Professional Development Opportunities**

   Prior to and during professional development program planning:

› Become knowledgeable about the district's Comprehensive School Improvement Plan (CSIP), annual goals, and professional development needs related to the CSIP.

› Become acquainted with Missouri School Improvement Program (MSIP) Standards and professional development needs related to the MSIP Standards.

› Identify appropriate outcomes or objectives for all potential participants based on the alignment of the MSIP, CSIP, and DPDP/ BPDP goals and budget alignment.

› Consider various delivery systems for professional growth, such as case studies, ongoing development on selected strategies, workshops, whole faculty study groups, action research, reflection logs, etc. *(See "Levels of Use and Effective Steps of Professional Development, Appendix G-9.)*

National Staff Development Council (NSDC) Process Standard:
Design: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

› Include the use of varied professional development models beyond the awareness stage. *(See Appendix G-4.)*

› Plan professional development activities that involve active learning processes with adult learning theory in mind. *(See "Adult Learning" and "The Professional Development Plan and Activities" in Appendix G-10.)*

› Make use of best practices that will improve student achievement.

› Offer participants a repertoire of skill development opportunities.

› Focus all planning on the improvement of student performance.

› Collect data to be used before, during, and after program planning.

› Design follow-up that is designed to implement the key learning.

(Sample Professional Development Plans, including budget, may be found in Appendix F.)

C. Implementation

Professional Development Committees (PDCs) are charged with careful monitoring of planned activities that are implemented to meet the Professional Development Plan's (PDPs) goals for improving teaching and student achievement

1. Functions to Complete for Implementation

⇨ Set PDC procedures and guidelines so that the committee (PDC) can function efficiently.

⇨ Encourage professional development strategies such as action research,

study groups, teacher collaboratives that focus on looking at student work, etc. so support for on-going learning is provided.

⇨ Focus on using data to drive decisions regarding PD opportunities.

⇨ Routinely review multiple sources of data from professional development activities and document the link to student achievement.

⇨ Communicate implementation results to stakeholders and the public.

2. Checklist for Implementation

⇨ Collect and analyze data to link improvement in student achievement to PD activities.

⇨ Maintain data that identify how follow-up activities are occurring.

⇨ Maintain and review student performance records (cognitive, affective, behavioral) related to improvement goals.

D. <u>Assessment/Evaluation</u>

Professional Development Committees (PDCs) should begin planning professional development programs with potential outcomes clearly defined. It is helpful to constantly ask, *"What will be different as a result of this program?"* or *"How will this improve student performance?"* Outcomes should be defined and evaluated for three groups: participants, students, and the organization or system.

National Staff Development Council (NSDC) Process Standard:
<u>Data-driven</u>: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

The following concepts are taken from the work of Tom Guskey and Pat Roy, national experts in staff development evaluation. Consideration of these concepts will assist Professional Development Committees (PDCs) as they plan, implement, and evaluate professional development programs.

At the design stage, several factors will ensure effective staff development. The Professional Development Committee (PDC) should carefully consider:

⇨ the topic

⇨ how to best plan the program

⇨ who and how many will participate in the program

⇨ who will lead the program

⇨ appropriate timing for the program

⇨ the length and type of activities included

⇨ the extent and complexity of the changes (outcomes) which are anticipated as a result of the staff development program

⇨ what follow-up activities will be planned

⇨ what improvements are anticipated

(The informal surveys found in Appendix H may be helpful.)

Guskey and Roy describe nine steps toward planning effective staff development, which the Professional Development Committee (PDC) will want to review on a regular basis:

1. Recognize change as both an individual and an organizational process. Good staff development requires change.
2. Think big, but start small.
3. Work in teams to maintain support.
4. Involve administrators in a collaborative way.
5. Use available resources.
6. Work to maintain credibility.
7. Include procedures for feedback on results.
8. Provide continued follow-up and support.
9. Integrate programs.

Too often, staff development activities are not evaluated beyond a cursory level (i.e., how participants liked the program). It is more difficult, yet absolutely necessary, to connect staff development programs to changes in teachers' and students' behavior. Dr. Guskey's five levels of staff development evaluation follow. *(Also note "Five Levels of Program Evaluation" in Appendix G-11.)*

Level 1: Participants' Reactions to the Program
At this level, questionnaires are usually administered at the end of the session(s) which attempt to measure the participants' initial satisfaction with the experience. Examples of typical questions addressed are below:

⇨ Was your time well spent?
⇨ Did you like the experience?
⇨ Did the material make sense to you?
⇨ How will this activity/experience/knowledge/new skill be useful in your educational responsibilities? In your classroom with students?
⇨ Was the presenter/leader knowledgeable and helpful?
⇨ Were your personal comfort needs met?

Although this information may be used to improve the design and delivery of future programs, it does not measure the effectiveness of staff development in terms of results.

Level 2: Participant Learning from the Program
Paper-and-pencil instruments, simulations, and demonstrations may be used at level two to attempt to measure any new knowledge or skill level of the participants. The major question asked or assessed here is, "Did participants acquire the knowledge and skills intended?" Results may be used to improve the format, content, and organization of the program.

Level 3: Organization Support and Change
First, did the level of shared decision-making and collaboration increase as a result of the program? This may be assessed through direct observations or interviews, records of personnel involvement, and evidence of impact on decision making. Second, were roles of participants expanded within the organization? Similarly, direct observations or interviews, analyses of records and job descriptions, and surveys or questionnaires might be used to assess this area.

Level 4: Participant Use of New Knowledge and Skills
To determine to what extent participants incorporated the new knowledge and skills into their practice, such tools as observations, participant interviews, participant

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questionnaires, and supervisor interviews are used at level four. The degree and quality of implementation can be assessed in order to document and improve the implementation of the program content in the future.

Level 5: Results: Student Learning Outcomes

While the evaluation design and level should fit the activities, the ultimate goal is to have professional development that results in improved student performance. To focus and improve all aspects of program design, implementation, and follow-up, evaluation at this level is critical. Student learning outcomes (cognitive, affective, and behavioral) must be measured. Measurement tools include student records and questionnaires, teacher interviews and questions, administrator interviews and questionnaires, and school records. Indicators of student success should be collected for each of the following questions:

⇨ How did the program affect students, if at all?
⇨ Did it impact student performance? What is the evidence?
⇨ Is student achievement improving? List indicators.
⇨ Did it influence students' physical or emotional well-being?
⇨ Are students more confident as learners?
⇨ Is student attendance improving?
⇨ Are school dropouts decreasing?

Participant outcomes should be measured at three levels:

First, did participants increase their knowledge? Pre-and post assessments, exit interviews or surveys, and self-report questionnaires may be used to determine participants' knowledge base as a result of the program.

Second, through the use of observations, interviews, surveys, and self-assessment checklists, did the behaviors and practices of the participants change? Finally, how did the attitudes, beliefs, and perceptions of the participants change as a result of this experience? Interviews, self-report questionnaires, testimonials, and/or analyses of records might be used to document change at this level. The use of individual teacher portfolios can be helpful in assisting with the aforementioned determinations *(See Appendix G-12.)*

Most importantly, student achievement outcomes from the staff development program must be considered and measured. Student performance and learning may be documented using state assessments, teacher-developed assessments, common/benchmark assessments, standardized assessments, portfolios of students' work, performance records or progress reports, grades or grade distributions, and other readily accessible data. Student behavior or affective changes resulting from the professional development program may be assessed using direct observations or interviews, district, school, or classroom records, self-report questionnaires or surveys, self-assessment checklists and testimonials.

Helpful evaluation tools, in the form of rubrics, were developed and published by Victoria Bernhardt in The School Portfolio. Rubrics for student achievement and for professional development that are research-based are included in *Appendix I.* Professional Development Committees (PDCs) have those tools available, not only to assist with planning for Level 5 results, but also to evaluate professional development results for their school districts and schools.

National Staff Development Council Process Standard:
Evaluation: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

In summary, Professional Development Committees (PDCs) should develop an evaluation plan in conjunction with every professional development activity. The plan should address potential outcomes developed by the committee and seek to **evaluate the program at the highest level—impact on student learning and behavior.** Otherwise, the work of the Professional Development Committee (PDC) and program participants and the financial investment of the district may have no lasting impact.

The following criteria may be used as a checklist during the development of the evaluation plan:

- Evaluation is ongoing.
- Evaluation expectations and procedures are explicit and public.
- Evaluation is based on multiple sources of data.
- Evaluation uses both quantitative and qualitative data.
- Evaluation focuses on all levels of the organization.
- Evaluation considers student achievement gains.
- Evaluation results are communicated effectively to all stakeholders.

Planning for professional growth is essential. Clearly defined goals with outcomes for every teacher contribute to a culture of continuous improvement. The use of a professional growth plan and log *(See Appendix E.)* facilitates both planning and reflection.

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